Coconino High School

ARIZONA SCHOOL REPORT CARD 2003-04

2801 N. Izabel Street, Flagstaff, AZ 86004
Flagstaff Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS[1]

High School Achievement Profile *

Performing*

* The profiles are Excelling, Highly Performing, Performing or Underperforming.

No Child Left Behind

Adequate Yearly Progress***

Met

School Improvement Status***

N/A

*** For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator :	Mr. David W. Roth
Schedule :	7:00 AM to 4:00 PM
Grades :	9-12
2003 Enrollment :	1451
Web Address :	www.flagstaff.k12.az.us/coconino/
Phone Number :	(928) 773-8212
Fax Number :	(928) 773-8247
E-mail :	droth@flagstaff.apscc.k12.az.us

Mission

Coconino High School is a positive environment that honors and unifies all cultures working in partnership with parents and the community to encourage all students in academic excellence and to instill a lifelong enthusiasm for learning.

School / Academic Goals

Ü Coconino High School students will complete 4500 hours of service learning projects by May 30, 2004.

Ü Coconino High School will improve in the understanding of math and reading standards demonstrated by success on the AIMS test.

Instructional Programs

Ü Advanced Placement

Ü School-to-Work

Ü Vocational/Technology

Ü Fine Arts

Enrollment

October 1, 2002 School Year Student Enrollment :	1403
Accepting New Students in 2003-04 Under Open Enrollment Law[2] :	Yes
Number of Students Attending Under Open Enrollment in 2002-03 :	50

Calendar Information

Number of Instruction Days :	182
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/25/2003
Last Day of School :	6/10/2004

Visit http://www.ade.az.gov/azlearns/ for more information on the performance of your school.

Financial information will be posted on the web in early 2004 after schools have completed year-end reports.

ARIZONA DEPARTMENT OF EDUCATION

Coconino High School

School Site Council

Council Composition	Council Duties
1 School Administrator(s)	Ü Service Learning - Community Partnership
2 Non-certified Employee(s)	Ü Instructional Strategies
5 Teacher(s)	Ü Senior Exit Interviews
5 Parent(s)	Ü School Safety Issues
1 Community Member(s)	Ü Budget
2 Student(s)	Ü Student Discipline

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	4.00	Teacher	55.00
Other Professional Staff	7.80	Teacher Aide	6.36

Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	0	1	1
4 to 6 years	8	3	0	0
7 to 9 years	7	3	0	0
10 or more years	8	39	2	0

Shared Responsibilities

School

Coconino High School will provide a safe and stimulating learning environment; encourage high standards of achievement and discipline; communicate effectively with students and parents.

Parents

Parents will ensure student has proper clothing, rest, nourishment, transportation, attends school daily; respect and support student's academic efforts, participate in activities; practice communication with their students and Coconino High School.

Resources Available at School Site

Special Facilities

Ü Advanced Technology Computer Labs   Ü School/Community Fine Arts Theater

Extracurricular Activities

Ü National Honor Society   Ü Thespian Troupe 891

Ü Student Leadership   Ü Skills-USA Clubs

Social Services

Ü Health Services   Ü Counseling Services/Crisis Intervention

Ü Service Learning - Community Partnership   Ü Breakfast/Lunch Programs

Transportation Policy

Transportation for students with disabilities who require transportation, as indicated in their respective IEPs; elementary students who live more than one mile from school; high school students who live more than 1 1/2 miles from school.

Coconino High School

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

Ü Approval of School Endorsement Plan by North Central Association accreditation agency.

Ü Substantial increase in students involved in Honors and Advanced Placement courses.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Skills-USA Gold Medals Winners - Two Years in a Row	2003
Ü Ford Foundation Scholarship Winner	2002
Ü State Volleyball Champions	2002
Ü Flinn Scholarship Winner	2003

Student Activity Rates for School Year 2002-03

| | % School | Arizona | | |
		% K-6	% 7-8	% 9-12
Attendance Rate [2]	97	95	94	96
Transfers Out [3]	19	20	20	20
Transfers In[4] (Within District)	2	2	2	2
Transfers In[5] (Out of District)	5	10	10	9
Promotion Rate [6]	98	99	98	95
Retention Rate [7]	2	1	2	5
Dropout Rate [8]	6			8
Status Unknown [9]	1			6
Graduation Rate[10]	72			76

Measure of Academic Progress

No MAP data found for this school.

The MAP is an elementary school (Grades 2-8) indicator only.

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2002-03. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches)   Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

Coconino High School

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	320	885	57534	97	95	91	492	497	491	41	37	46	20	20	16	25	27	23	14	16	15
All Students (Prior Year)	296	779	51010	NA	NA	NA	484	488	483	45	40	45	23	24	20	24	26	23	8	9	11
Female	154	297	28155	95	63	90	493	493	491	42	40	47	22	22	16	20	25	24	15	13	14
Male	166	327	28932	99	70	89	492	494	491	39	40	46	18	18	15	30	27	23	13	15	16
African American	10	17	2558	100	85	86	501	497	475	29	38	64	14	8	15	43	31	16	14	23	6
Hispanic	46	82	17547	82	56	86	476	480	475	68	56	64	16	18	15	8	20	15	8	6	6
Asian/Pacific Islander	NC	NC	1395	NC	NC	96	NC	NC	519	NC	NC	22	NC	NC	16	NC	NC	28	NC	NC	35
American Indian/Alaskan Native	65	121	3794	86	65	91	488	485	468	35	44	72	30	30	13	28	21	12	7	5	3
White	172	390	29790	92	67	86	499	502	501	36	32	34	18	20	17	27	28	29	19	19	20
Students with Disabilities	41	125	5562	80	95	93	NA	490	461	NA	50	79	NA	25	10	NA	13	8	NA	13	3
Students without Disabilities	279	760	51972	100	94	90	492	497	492	41	37	45	20	20	16	25	28	24	14	16	15
Limited English Proficient Students	39	78	5467	91	85	111	460	464	458	81	75	87	13	14	7	6	11	5	0	0	1
Migrant Students	--	NC	702				--	NC	471	--	NC	74	--	NC	9	--	NC	14	--	NC	3
Economically Disadvantaged	NC	NC	10446				NC	NC	472	NC	NC	70	NC	NC	13	NC	NC	13	NC	NC	4
Non-Economically Disadvantaged	314	879	47088				493	497	495	41	37	42	20	19	16	25	28	26	14	16	17

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	324	873	56700	98	93	89	517	520	512	8	9	15	21	20	23	61	58	52	10	13	10
All Students (Prior Year)	292	769	50525	NA	NA	NA	521	526	517	8	6	12	22	19	22	57	57	51	14	18	15
Female	161	305	27862	99	65	89	521	523	517	8	7	12	21	19	22	59	60	54	12	14	12
Male	161	312	28398	96	67	88	513	512	507	8	11	19	22	23	24	63	56	49	8	9	9
African American	10	16	2529	100	84	85	525	521	495	0	8	24	0	8	31	86	67	41	14	17	4
Hispanic	49	84	17305	88	58	85	496	500	494	18	19	24	36	28	31	46	51	41	0	1	4
Asian/Pacific Islander	NC	NC	1382	NC	NC	95	NC	NC	530	NC	NC	6	NC	NC	17	NC	NC	59	NC	NC	17
American Indian/Alaskan Native	64	115	3815	84	62	91	503	502	489	11	9	29	26	34	35	61	55	35	2	3	2
White	168	383	29209	90	66	84	527	529	525	5	7	9	16	15	17	64	61	59	15	18	15
Students with Disabilities	39	114	5215	76	87	87	523	501	478	0	23	43	0	31	29	100	38	25	0	8	2
Students without Disabilities	285	759	51485	103	95	89	517	520	513	8	9	15	21	20	23	61	58	52	10	13	11
Limited English Proficient Students	42	81	5378	98	88	109	472	475	471	50	43	48	19	33	36	31	23	15	0	0	0
Migrant Students	--	NC	689				--	NC	486	--	NC	31	--	NC	36	--	NC	30	--	NC	2
Economically Disadvantaged	NC	NC	10358				NC	NC	492	NC	NC	26	NC	NC	33	NC	NC	37	NC	NC	4
Non-Economically Disadvantaged	318	866	46342				517	520	516	8	9	13	20	20	21	61	58	54	10	13	12

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	320	810	55090	97	87	87	484	485	479	8	9	16	4	11	13	87	79	70	1	1	0
All Students (Prior Year)	279	769	50572	NA	NA	NA	483	485	481	10	8	14	24	22	23	66	70	63	0	0	1
Female	156	298	27752	96	64	89	490	487	483	6	7	13	2	10	12	91	83	75	1	0	0
Male	161	288	26842	96	62	83	479	479	474	10	11	20	5	12	15	84	77	65	1	0	0
African American	10	15	2336	100	79	78	490	496	464	0	0	25	0	15	14	100	77	62	0	8	0
Hispanic	48	84	16391	86	58	81	462	467	458	13	14	28	10	13	16	78	73	56	0	0	0
Asian/Pacific Islander	--	NC	1356	--	NC	93	--	NC	499	--	NC	7	--	NC	9	--	NC	83	--	NC	2
American Indian/Alaskan Native	74	118	3731	97	64	89	464	458	446	13	19	37	0	11	16	87	70	47	0	0	0
White	182	382	29053	97	66	84	496	494	492	6	5	8	4	9	12	89	85	79	1	1	0
Students with Disabilities	43	75	4141	84	57	69	439	458	436	40	28	47	0	11	18	60	61	35	0	0	0
Students without Disabilities	277	735	50949	100	92	89	485	486	479	7	8	16	4	11	13	88	79	71	1	1	0
Limited English Proficient Students	36	68	4711	84	74	96	427	431	422	46	50	61	0	8	13	54	42	26	0	0	0
Migrant Students	--	NC	666				--	NC	444	--	NC	39	--	NC	11	--	NC	50	--	NC	0
Economically Disadvantaged	NC	NC	10168				NC	NC	453	NC	NC	32	NC	NC	18	NC	NC	50	NC	NC	0
Non-Economically Disadvantaged	313	803	44922				485	485	484	8	9	13	3	11	13	88	79	73	1	1	0

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

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Mathematics	Reading	Writing
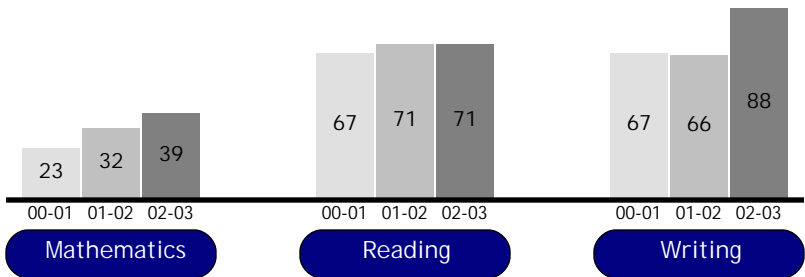
The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

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The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination		
	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test adminstration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

School Improvement - Year 1: Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school

School Improvement - Year 2: Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action: Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Coconino High School

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	85	45	49	43	85	37	45	37	95	45	50	41
	Language	89	40	45	41	85	38	44	38	95	43	48	42
	Mathematics	90	59	64	59	85	57	63	56	95	70	70	60

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (- -) to indicate "no data available."

Coconino High School

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

The principal is a member of Arizona State Commission on School Safety (SAFE Commission). Coconino High School has implemented a School Safety Plan that incorporates Best Practices. Coconino High School practices safety drills during the school year.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

| 22 |

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Becky Gonzales	(928) 773-8212
Transportation Policy	Fred Fennell	(928) 773-4171
Community Resources	Joe Killeen	(928) 773-8215
School Nutrition Programs	Don Gala	(928) 527-6091
Parent Organization		
Student Health/Nurse	Carmen Wilson	(928) 773-8202

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity.
NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards